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ABSTRACT

Kansas libraries suffer from a shortage of professional librarians and information materials, restricted budgets and increased demands for services. Librarians are aware of the problems and have taken steps to reorganize, revitalize and refinance the structure of library services. State-wide planning is, however, hampered because the delegation of authority and responsibility for total planning has not been clear-cut. Insufficient funding and the lack of short- and long-range planning cause under-utilization of Kansas libraries. Recommendations are made for improved services for the state-wide library networks, college and university libraries, public, school and special libraries. An implementation plan is described, along with plans for establishment of the libraries as resource centers tailored to meet the needs of their user communities. (AB)

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# LIBRARY RESOURCE AND SERVICE CENTERS OF KANSAS

## With Guidelines for Future Development and Cooperative Use

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CONTENTS

PART ONE


INTRODUCTION . . . . . 1

I. SUMMARY. . . . . 6

II. CONCLUSIONS. . . . . 7

III. RECOMMENDATIONS. . . . . 8

A. The State-Wide Library Network. . . . . 8
B. College and University Libraries. . . . . 13
C. Public Libraries. . . . . 14
D. School Libraries. . . . . 16
E. Special Libraries . . . . . 18

IV. IMPLEMENTATION OF PLAN . . . . . 19


PART TWO


I. ACADEMIC LIBRARY RESOURCE CENTERS. . . . . 26

II. PUBLIC LIBRARY RESOURCE CENTERS. . . . . 38

III. SCHOOL LIBRARY RESOURCE CENTERS. . . . . 41

IV. SPECIAL LIBRARY RESOURCE CENTERS . . . . . 48

# part one

## INTRODUCTION

The library developments in Kansas are dynamic; changes are being made almost daily which in turn form the foundation upon which more fundamental changes will develop in the future. The new public library systems are a case in point. Equally important are the rapidly growing areas of cooperation among public academic libraries, as well as the more advanced stages of cooperative development between private academic libraries, such as that of the Associated Colleges of Central Kansas. Local school districts have developed centralized ordering, cataloging, and processing as well as central materials collections and courier service, to name a few. These efforts presage dynamic future changes.

One of the real unknown factors in library development is the junior college system in Kansas which, in a sense, is growing independently of a comprehensive state wide plan for junior college development. Despite individual cooperative efforts between members, the respective roles of the state academic institutions are yet to be clearly articulated. These and other factors complicate comprehensive state-wide library planning.

Even though Kansas librarians are actively pursuing cooperative efforts to better utilize existing resources, it is without question that most of our libraries are neither professionally staffed nor adequately stocked with sufficient materials to properly serve the Kansas citizen. It can be argued, of course, that given the current methods of financing, little more can or should be expected. Further, it has been suggested, many school and public libraries have neither the need nor the physical facilities to attract or retain a professional librarian. However, these latter

statements view the role of the library as a depository of books and the librarian as a materials custodian. This view is consistent with the oft-repeated statement that the job of librarian must be most frustrating for no sooner are books orderly shelved than a library user disturbs their neatness by checking out a book.

Fortunately, these views are no longer held in Kansas. These caricatures of libraries and librarians have been replaced by the more dynamic and certainly more realistic view that libraries are information resource centers--not materials depositories--and that librarians are also information resources--not library housekeepers. The librarian, then, is the resource person who makes available to the library patron, both current and future, the entire information resources of the state, and if necessary and possible, those resources beyond the state boundaries.

If the role of libraries and librarians are thus conceived as that of information resources, the basic questions then arises that since such resources are limited in the present, and unquestionably will continue to be so in the near future, what can further be done to more effectively utilize these existing inadequate resources. Even assuming that each school, public, academic, or special library could finance all the materials it wished or might ever need, and could also finance an adequate library staff, it is obvious that there would simply not be enough trained librarians to fill all the demands. Equally obvious, Kansas libraries are not in such a fortunate financial position. What is needed then is a concentration upon areas which may prove most fruitful for a better utilization of libraries and librarians.

The exploration of ideas and areas of cooperation is neither new nor original for this state; indeed, there are several formal and informal

set up arrangements which are currently discussing methods of cooperation extending beyond those agreements already in existence. One such area is that of cooperatively using library resource service centers by all types of libraries in the state.

Resource centers can be defined as libraries having general area strength or special area strength. Such libraries may already be in existence or may be built. These resource centers provide materials to the library user which are not normally carried by the local library. The resource center is not a substitute for an adequately maintained and stocked local library, but is a supplement to the resources of the local library.

The resource center performs the function of making available to all patrons information not otherwise available. By specializing in specific areas, the resource center also provides material on a cooperative basis which would otherwise result in costly duplication if purchased by other libraries. When fully integrated into a state-wide system, the resource center can also be a valuable link in the communication network of transferring unfilled materials requests between similar and dissimilar resource centers. In a broad-based program, resource centers will offer their services to all types of library patrons.

Resource centers can further be defined as those closely associated with specific library types, such as school, public, academic, private and special libraries. In Kansas, the Library Systems Act passed by the state legislature in 1965, made possible the formation of regional systems headed by regional libraries. These regional libraries are the beginnings of public library resource centers in Kansas. Resource centers on a much reduced

scale are also evident in approximately thirty-two school district experiments in cooperative activity. Six private liberal arts colleges in Central Kansas provide an example of specialized cooperative resource centers. The Porter Library of Kansas State College, Pittsburg, has become a cooperating resources library for the Southeastern Kansas Regional System of public libraries. These kinds of activities are highly commendable, but much remains to be done. More libraries need to become part of an expanded library system to achieve the objective of better library service to Kansas citizens.

In the recommendations and analysis contained in this report it is explicitly recognized that some resource centers now exist and others are being formed. What is urged is a more rapid rate of development and an expanded role for resource centers. Central to these concepts is the need for a broader financial commitment to libraries by the state and an expanded role for the state librarian.

There are a number of unresolved problems which are not discussed in depth in this report but are germane to its contents. For instance, should school resource centers be under the jurisdiction of a particular school district, or should they serve as quasi-independent institutions subject to control and regulation by the State Department of Education, or alternatively, the Office of the State Librarian? What are equitable (and politically feasible) formulas for the allocation of the costs of resource centers? Should the system be built primarily with federal or state support? What are acceptable alternatives for bringing private school and academic libraries and special libraries into the system? Is there a pressing need for a state union list of serials and a state union

catalog? What specific criteria should be adopted to regulate the flow of information between different resource centers? These and similar questions need to be discussed and solutions found before a system of resource centers can be fully operational.

## I. SUMMARY

There are three outstanding facts in any analysis of Kansas libraries. First, the existence of scarce resource--professional librarians and information materials. Many libraries, particularly schools and smaller public libraries are inadequately staffed and woefully underfinanced. The state colleges and universities find their budgets for personnel and materials restricted while at the same time these institutions have been subjected to rapid increases in enrollment. Additionally, research by faculty, students, and Kansans in general have placed heavier burdens upon all Kansas libraries, not only for the use of physical materials such as books, documents, and reports, but also for the knowledge and expertise of librarians in the search for relevant information.

Second, the recognition of this situation by librarians and their supporters. As a result, much discussion and effort have been generated toward more effective use of the professional librarian and the materials in Kansas libraries in order to provide efficient and expanded services to all Kansans. Giant steps--perhaps larger than is yet realized--have already been taken to reorganize, revitalize, and refinance the structure of library services in this State. Cooperative activities of the public library systems created under the Library Systems Act, the Kansas Information Circuit (KIC), central processing, and rotating book and audio-visual collections within school districts are all cases in point. Additionally, much excellent research and analysis is now in print and ongoing concerning current methods of library financing, the creation of the existing library systems, areas for future cooperative effort between similar libraries (i.e., public libraries) and avenues for furthering inter-library cooperation

between dissimilar libraries (i.e., public-school-special-college and university libraries).

Third, the lack of an effective state-wide plan for both short-term and long-term objectives. This condition exists not because there has been no attempt at planning nor because there has been no interest; rather, state-wide planning has been hampered because the delegation of responsibility and authority for total planning has not been clear-cut. Additionally, it has been difficult to formulate plans when, for instance, there has been no state-wide plan for higher education. It is difficult to engage in meaningful planning when the specialized instructional roles of the state junior-college, colleges, and universities have yet to be articulated. Further, the political realities of the fiscal effort required to attain alternative library standards state-wide have yet to be faced. Comprehensive short and long-term state plans are needed which specify minimum and maximum revenue requirements to be derived from local, state, and federal sources and are consistent with alternative policy objectives.

## II. CONCLUSIONS

The recent cooperative efforts of Kansas libraries are highly commendable and should be vigorously pursued. Innovations adopted and developed by Kansas libraries to better serve their clientele are both unique and useful. However, it can be concluded that Kansas libraries are currently being under-utilized and show evidence that the same condition will continue in the future because of:

A. Insufficient funding -

1. Which prevents libraries from securing needed personnel, technical services, and materials;

2. Which causes considerable caution on the part of major resource libraries as to the advisability of further inter-library cooperation. This concern is well-founded for if smaller libraries cannot financially develop their own collections but must rely on major resource centers, these centers will necessarily find their already inadequate budgets severely strained.

3. And which makes more difficult both short and long-term planning.

B. The Lack of Short and Long-Range Comprehensive Planning;

1. The state librarian with the advice and assistance of various groups, agencies, and councils has been actively pursuing this goal, but the responsibility to develop plans and the authority to implement them are, at present, contingent upon persuasion rather than obligation;

2. The objectives of providing the citizens of this state opportunity for expanded library services will proceed slowly unless the duties and obligations, both physical and fiscal, of the school, public, academic and special libraries are clearly spelled out for both short and long-term periods.

## III. RECOMMENDATIONS

A. The State-Wide Library Network:

1. Prime responsibility for state-wide planning should be placed with the state librarian. This should not be

interpreted as suggesting the state librarian is responsible for the development of plans for each institution; rather it means that the state librarian should have the clear-cut authority to coordinate, develop, and publish a state-wide plan encompassing all types of libraries in the state.

2. This will require the participation and advice of individuals who have been given authority to represent the various libraries in the state. It should be recognized that since the state and locally supported school, public, and academic institutions derive most of their financial support from Kansas citizens, these institutions have an obligation to participate fully in inter-library cooperation.

3. The development of short, say five-year plans, and long-term plans, perhaps ten to fifteen years, will provide the basic framework within which each of the Kansas libraries can develop their own resources and specialities. The successful development and implementation of these plans will, to a large extent, depend on the physical and financial rights, duties, and obligations of the participating institutions. Safeguards must be developed so as to prevent resource centers from being placed in the unfortunate position of having to respond to user requests which would be best filled by adequately stocked and staffed local libraries.

4. The development of resource centers will obviously be built upon existing library strengths, but librarians which accept

the designation as resource center must be assured of both short and long-term support. Most of the existing resource centers are hard-pressed to meet the current demands placed upon them; without definite financial commitments, they understandably will be reluctant to serve as resource centers. Further, it would be advisable to develop a financial base built primarily upon state support since federal aid may be reduced irrespective of on-going services.

5. As an incentive to designated resource centers, it is recommended that the state provide financing to enable these libraries to "catch up" and maintain their services to their own clients. Reluctance to participate in a broader framework of inter-library cooperative effort may be overcome if such an incentive is offered.

6. The state, in order that resource centers can be utilized most effectively, should make available substantial aid to encourage and promote existing cooperative efforts between similar library types. Cooperative efforts between schools, for instance, should be expanded; thus, schools would draw fully upon their own collective resources prior to sending requests to non-school resource libraries.

7. The state librarian should establish, with the advice and consent of the various libraries, and make public the rules and regulations of participating libraries with respect to information requests and services. It would be useful to standardize these regulations; however, specific rules will

will probably be best left to the individual libraries concerned.

8. The state should underwrite the financial cost of expanding the current communication and delivery system:
   a. Expansion of KIC to include designated resource centers;
   b. Expansion of truck delivery systems within region and between regions.
   c. Expanded use of Wide Area Telephone Service (WATS) lines, particularly in those areas of Kansas where distance from user to library is of prime importance.
9. The state librarian should develop a plan whereby non-public school, academic and special libraries may participate.
10. The state librarian should continue the efforts underway for centralized ordering, cataloging, and processing. If the housekeeping chores of librarians can be reduced, they can more effectively serve the public, and concomitantly, more effectively utilize resource centers. Certainly the experience gained by those school, public, and academic libraries which are now using a centralized system provides a basis upon which expanded consolidated processing can be accomplished. It is recommended, at this point, however, to concentrate on expanding cooperative efforts horizontally; i.e., between similar library types such as schools, rather than vertically; i.e., between dissimilar types, such as schools, public, and academic libraries.
11. The state librarian should continue to investigate and

evaluate the need for electronic data processing for information retrieval. Certainly the use of such equipment for some techniques would expedite the handling of information requests. Admittedly, however, it is not clear whether the cost of some techniques such as a computerized union catalog, for instance, could be justified by the benefits received from such a system.

12. The state librarian should, with the advice and consent of the proper agencies and institutions, establish a hierarchy of resource centers. Resource centers should be established for each level of library types--schools, public, special, and academic libraries. There should be a resource center for regional groupings of similar libraries. Each regional system would exhaust its own resources before requesting from another similar resource center. If the total system for a particular library type cannot meet the request, only then should the request be sent to a resource center of a different type. Schools, for instance, should exhaust their own potential before requesting support from the public libraries. Obviously this cannot be made hard and fast since some requests will be of such a special nature that they can only be filled by a different order of library.

13. The state librarian should publicize efforts made to enlarge the scope of library services and the benefits to the Kansas citizen.

14. The implementation of a minimum of these recommendations will require increased staff and facilities for the state librarian. Salaries should be adjusted upwards so as to secure and

maintain an adequate and highly professional staff. The market for competent, well-trained librarians is established nationally; Kansas must be willing to be no less than competitive.

These recommendations are made only within the context of this report. It goes without saying that there are many areas of library development and cooperation which are not touched upon. To be successful, a set of libraries operating within a broad state-wide framework of cooperating systems will require a good deal of time, effort, and cooperation on the part of many people and institutions.

B. College and University Libraries:

1. The currently non-formal working group of academic librarians should be formally recognized by their respective institutions and the State Board of Regents. They should be given the responsibility of developing short and long-term plans within the framework of their own needs and those of the state as a whole. Furthermore, the academic librarians should:

   a. Explore further the possibilities of centralizing the ordering, cataloging, and processing of their own requirements.

   b. Work with the state librarian in the development of state comprehensive planning.

   c. Secure additional funding to expand courier service between all academic libraries.

   d. Advise the state librarian on the choice and operation of resource centers.

2. The junior colleges of Kansas need to articulate their own plans for their institutions and these plans should be coordinated with the requirements and special needs of other libraries within the state-wide system.
3. Private colleges and universities should be encouraged to participate in the planning stages and to serve as resource centers where possible. A financial formula for such activity should be developed jointly with the state librarian.
4. College and university libraries which are chosen as resource libraries should receive, at the minimum, an annual flexible grant from the state as compensation for their increased responsibilities. An additional sum for each service rendered should also be given. As an additional incentive, and to ensure the best utilization of resources, these libraries should be further funded to enable them to keep pace with their obligations to their own clients. Finally, these resource centers should receive extra funds to enable them to increase their holdings in specialty areas.

C. Public Libraries

1. Existing regional systems headquarters should be designated systems resource centers to provide expanded services and materials to their own regional members as well as to provide free access to their own and members' resources for other systems.
2. State aid should be given to develop both general and specialized collections for each regional resource center.

Incentives should be provided similar to those discussed for college and university libraries.

3. Since the basis for specialization exists now in some public libraries, those which have such a base and are not regional headquarters libraries should also be designated resource centers and receive financial support.

4. Each resource center should be tied with other resource centers via TWX, financed by the state. Courier service will need to be expanded for prompt delivery of requested materials, and this courier service should be coordinated with that offered by other library types.

5. Each regional system should exhaust its own resources before forwarding requests "horizontally" to other regional systems. Before requests are forwarded "vertically" to different library type resource centers, these requests should be subjected to scrutiny to ensure that the system of public libraries cannot fill the requests and to further make certain that the requests are of a type which will be honored by the vertical resource center.

6. A system clearing house for vertical requests should be established which would, operating under previously determined guidelines, screen vertical requests to determine whether such requests should be purchased or filled by higher level resource centers. Common usage and standardized works, such as normal reference works should be provided by each regional system and not requested from other regional centers or from vertical resource centers.

7. Each existing regional system should investigate the feasibility of WATS lines serving all patrons within their areas. Such lines would provide immediate access to library facilities for patrons as well as eliminate random write-in requests to libraries outside the patron's system and would provide a method for properly funnelling requests for library service. The cost of such a system should be borne by the state.

8. The development of future public library resource centers financed by the state should be made within the general state-wide plan. This does not preclude the establishment of resource centers financed by other means. The state librarian should encourage public libraries to cooperate in building strength in selected areas.

9. Current efforts to establish centralized ordering, processing, and cataloging should be encouraged. Such a system would relieve librarians of housekeeping chores and make their talents available as resource persons. The more effort librarians devote to this area, the more effective service can be rendered the public through the resource centers.

. School Libraries

1. There are many school districts which are now engaged in centralized processing, ordering, and cataloging These activities should be expanded to include inter-school districts.

In cooperation with relevant agencies and authorities, the state should develop a master plan for the implementation of state centralization of these activities.

2. Resource centers should be designated for regional systems of school libraries. These centers should be chosen from among the many libraries now participating in smaller scale cooperative efforts. Such centers would provide technical and material services on a specialized level. They would develop and distribute expensive but seldom used book and non-book materials including audio-visual services. A prime function of such centers would be the channeling of requests from one resource center to another. They would also serve as a clearing house for materials requests which cannot be filled within the school library resource system. Considerable increases in financial aid will be necessary.
3. Rapid means of communication and delivery will be essential to ensure best use of the resources. Courier service should be expanded connecting the individual school libraries within each region as well as between regions. TWX communications lines should link each regional resource center.
4. The exact choice of the resource centers and regional school systems should, of course, depend upon relevant factors; however, the regional lines might best be drawn similar to existing public library regional areas. Since these systems are either operating or beginning to operate, coordination and development of inter-library cooperative effort might

proceed faster using these regional boundaries as flexible guidelines. It should be recognized that the public and school libraries serve somewhat the same communities, and in many cases, are already supplementing each other's resources through cooperative activity.

5. To fully utilize resource centers, the state should financially upgrade existing staff, facilities, and materials collections. Safeguards should be taken to ensure that costs are equitably shared and to encourage schools to upgrade their own collections. Additionally the state should increase its aid to local schools for the express purpose of relieving school librarians from their non-library school activities where possible. The establishment of resource centers will be of small benefit unless librarians have time to fully utilize those facilities.
6. Private schools should be encouraged to join cooperative efforts on the basis of the advantages to themselves and to the public schools. Equitable financing should be developed to facilitate their entry and participation.
7. Publicity efforts should be increased so that more schools and school librarians will be aware of the advantages of such a system.

E. Special Libraries

1. Because of the particular needs and requirements of special libraries, cooperative arrangements will probably be developed within their own framework. Nonetheless, the state librarian should encourage special libraries to join regional and statewide cooperative efforts.

2. Equitable financing should be developed with special library representatives for their participation in Inter-Library Loan (ILL), centralized purchasing, processing, and cataloging, as well as other cooperative activities. Most activity will be with the larger specialized public libraries and colleges and universities.

## IV. IMPLEMENTATION OF PLAN

Diagrams A and B (pp. 24 and 25) are intended to be illustrative of the nature of the recommendations contained in this report. The simple schematic presented in these two diagrams are based on the assumption that resource centers will be designated and funded as discussed. Further, it is assumed that a system of screening requests will be established at each higher vertical level of material search. The screening process should begin with the entry of the request into the first resource center. Appropriate guidelines will necessarily have to be developed as the resource centers develop. These guidelines should be general enough to cover most requests. For instance, an individual school may request ILL of basic reference works from its resource center. If that particular material is not available within either the resource center, the search may be terminated at that point and the request returned to the initiating school with a recommendation to purchase the item from its own sources. On the other hand, the resource center may determine that it should purchase the item for the regional system which it serve. Alternatively, after the resource library determines that the material is not

available within the region, the search may continue through other school resource centers. Appropriately, the school resource centers should first attempt to fill their own specialized needs before requesting assistance from other types of library resource centers.

The foregoing is not intended to prevent the short-circuiting of the search process; it is intended to emphasize that resource centers should serve not only as repositories of special materials and key elements in information searches, but also as safeguards against larger resource centers being overwhelmed with requests for materials which should rightly be purchased and maintained within the system which initiated the request.

More specifically, the use of resource centers should force libraries of all types to review their information requests from a perspective requiring a decision regarding the advisability of purchasing or of sending the request to a higher library resource center. It must be emphasized that resource centers become viable only if all libraries in the system upgrade the level of their own libraries. The few large general and special collections cannot be expected to provide material which should logically be in the collections of the individual library or the resource library within the region. There will necessarily be duplication of materials, especially those items frequently or heavily used.

It should also be pointed out that material searches throughout the system are not inexpensive. Since most of the cost for the operation of resource libraries should be borne by the state

rather than individual libraries, it would be relatively easy for individual libraries to tend to rely too heavily on the centers rather than upgrading their own collections. Thus, administrative safeguards must necessarily be built into the system.

A suggested yearly program of implementation is as follows:

A. First Year

1. Designate resource centers
2. Develop methods of financing
3. Begin installation of communication network
4. Initiate short and long-term planning
5. Develop tentative definitions of roles of the various libraries
6. Formalize central processing for public libraries
7. Begin planning for central processing for:
   a. public schools
   b. colleges and universities

B. Second Year

1. Begin developing materials collections and services of resource centers.
2. Integrate and bring into operation resource centers which are ready.
3. Formalize central processing for colleges and universities.

C. Third Year

1. Publish first short-term plan
2. Publish first long-term plan
3. Study the need for a state union catalog

D. Succeeding Years

1. Continually update short and long-term plans
2. Make adjustments in the use and function of resource centers.

Two tools of material search have been mentioned but have not been discussed; they are, a union list of serials and a union catalog. Kansas has a union list of serials, somewhat outdated now, but no state union catalog. Both are expensive, but particularly the latter. It would probably be worthwhile to continually update a union list of serials, but it should be recognized that the prime advantage would be for the college and university library users, mostly staff and students. Special library patrons would make limited use of a union list of serials. It could be expected that the general public would make few requests based on such a publication. It would be advisable to continuously update the union list, but whether such a project should be included as a necessary element of a system of resource centers is open to discussion. Certainly it would provide a useful search tool.

A union catalog is without question an expensive undertaking even with electronic data processing equipment. At present, there is not enough data available to support a recommendation for such a project. The subject should be studied to determine if it is required. Whether or not a union catalog becomes a reality in the near or distant future will have little bearing on the effectiveness of resource centers, for librarians throughout the state will be learning in the processes of utilizing resource centers. Resource center librarians through use, will learn what types of materials are available, their

location, and the constraints placed upon their use. In addition, it is assumed that the state librarian will publicize the holdings of resource centers as an information tool for librarians.

Diagram A
Representation of Proposed Use of
Resource Centers

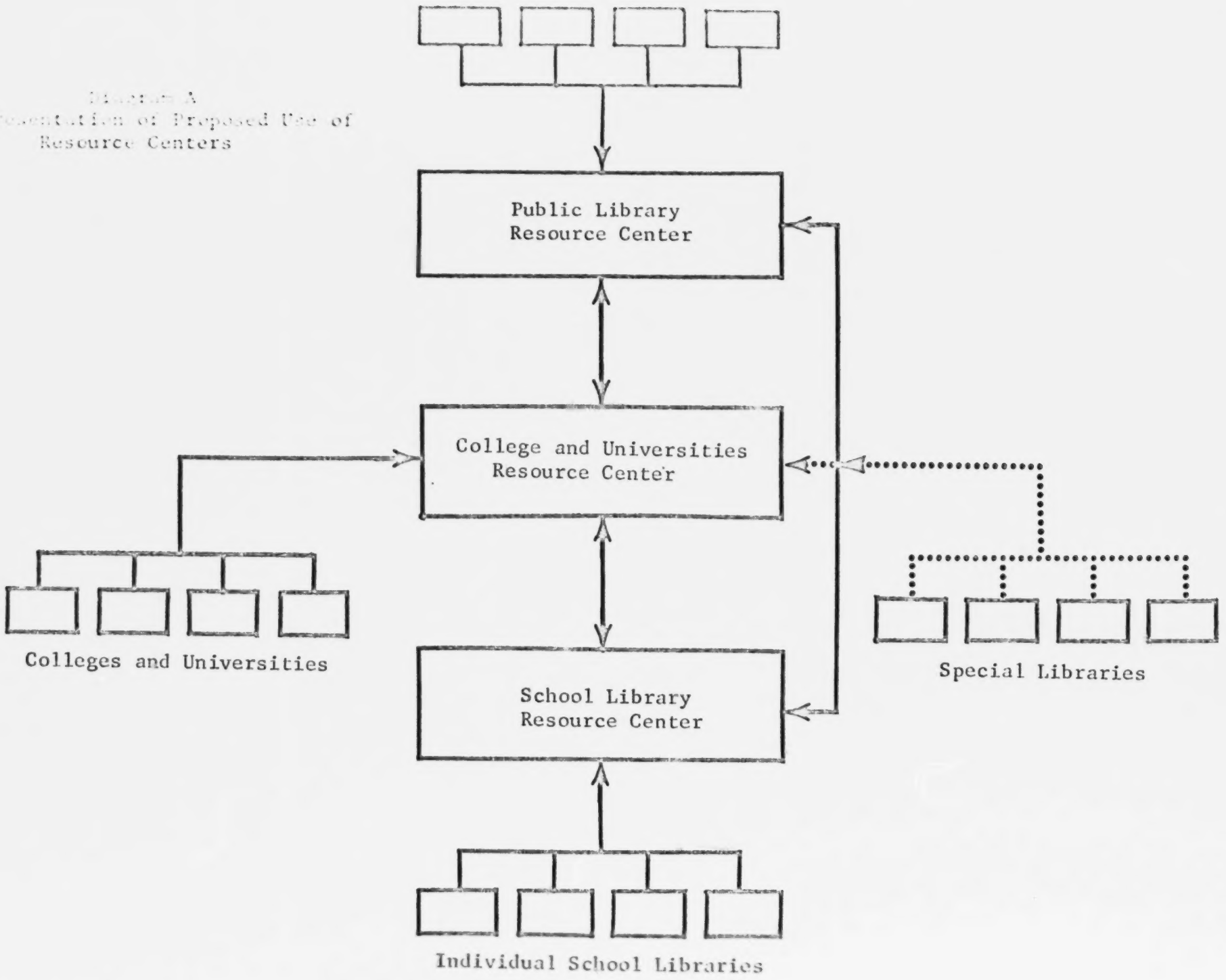
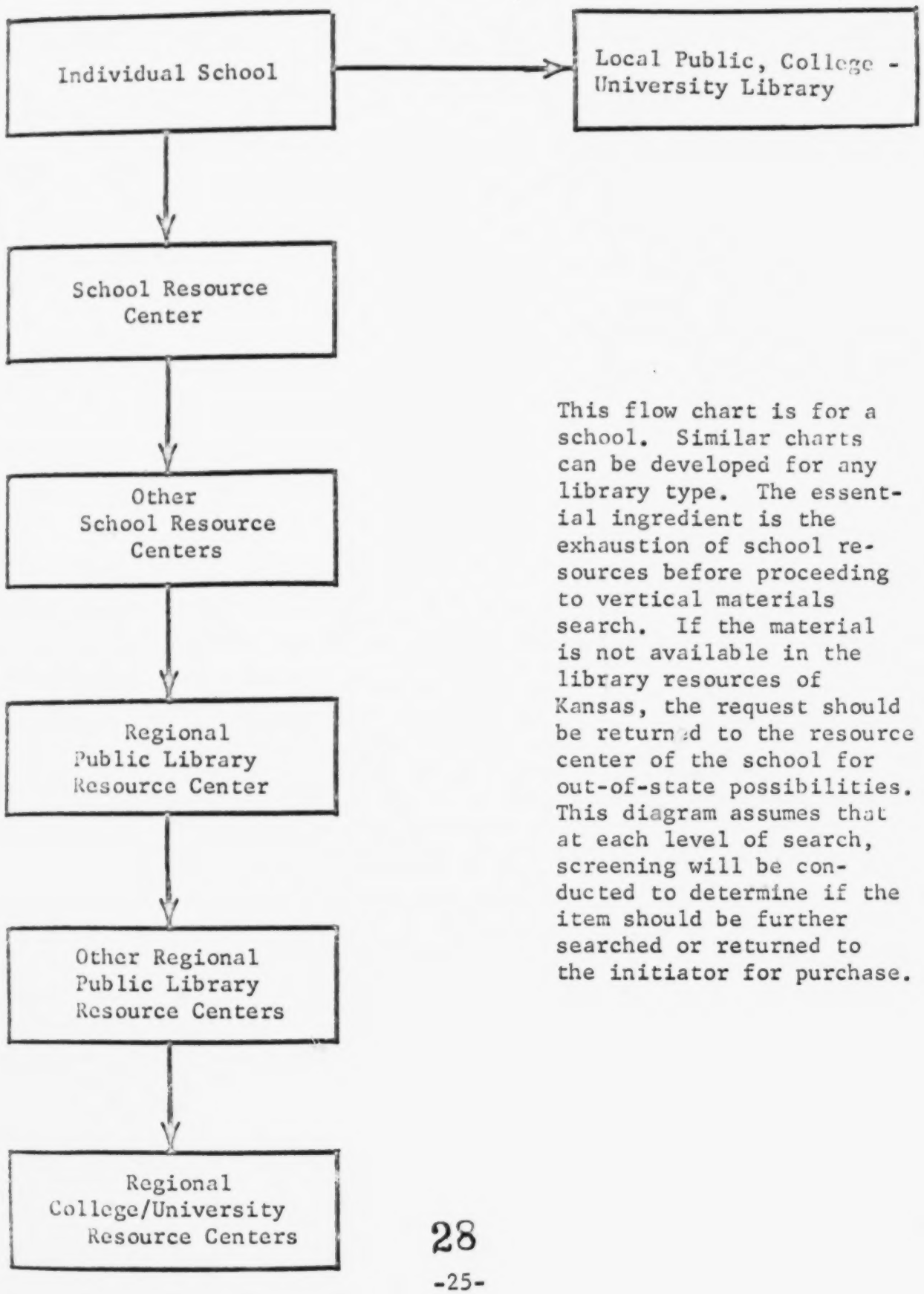


Diagram B
Proposed Flow of Information Requests


Individual School
Local Public, College - University Library
School Resource Center
Other School Resource Centers
Regional Public Library Resource Center
Other Regional Public Library Resource Centers
Regional College/University Resource Centers

This flow chart is for a school. Similar charts can be developed for any library type. The essential ingredient is the exhaustion of school resources before proceeding to vertical materials search. If the material is not available in the library resources of Kansas, the request should be returned to the resource center of the school for out-of-state possibilities. This diagram assumes that at each level of search, screening will be conducted to determine if the item should be further searched or returned to the initiator for purchase.

# part two

## ACADEMIC LIBRARY RESOURCE CENTERS

The current regional public library systems boundaries provide a convenient division of Kansas for the location of academic resource centers. Every region has at least one junior college and/or a four year public college or university located within its boundaries. Like most libraries of all types, however, the preponderance of academic libraries are primarily located in the central and northeastern sections of the state. There are also several junior colleges and one four-year state college located in the southeastern part of the state. Each major population center has an academic library located either within it or nearby.

In the Southeast Kansas Library System (SEK), Kansas State College of Pittsburg forms the academic library keystone for that area. As of January, 1968, the Porter Library of the college became a cooperating Resources Library. The system's headquarters, the Iola Free Public Library, collects, screens, and processes requests for all cooperating libraries in the area. The collection of volumes in the library number well over 250,000. There is a special Holdemann-Julius collection as well as United States Government Documents. With the installation of TWX, service to SEK members will be substantially improved.

Although it is somewhat early to forecast future demands, the Porter Library is not of the opinion that SEK requests will result in an undue burden. As SEK grows and awareness of information availability increases, the workload of the library will also increase.

Of the junior colleges within the region, the largest holding is that of the Independence Community College. There are approximately

11,000 volumes, most of general items appropriate to two-year college activity. There are no other academic libraries within in the region.

Although there are only fourteen counties included in SEK, Chautauqua not participating, this still means that Porter Library is providing services to about 250,000 people of both a general and specific nature.

It would appear that the logical choice for an academic resource center would be Kansas State College of Pittsburg in fact, there is no other choice. Certainly the service area is substantial and the College should receive supplementary aid for providing these services as well as to increase its own general and special collections.

Wichita State University is the dominant academic library in the South Central Kansas (SCK) Library System. Its holding of books number approximately 300,000. As a new member of the state higher education system, the University has had substantial increases in enrollment. As a university located in an urban area with growing emphasis on research, the library has been hard pressed to keep pace with demands on its services. Doctoral programs are currently under discussion and if they become a reality, additional funds will be required to provide adequate library materials to support them.

There is a total population of about 650,000 in SCK, with a large percentage located in the immediate area of Wichita State University. Although there are several junior colleges and private two and four-year colleges and universities, none of them have the individual collection strength of Wichita State University. Only Friends University and Sacred

Heart College are located in the urban complex, and their individual holdings are only about fifteen per cent of that of Wichita State University.

As a rapidly growing urban university, Wichita State has yet to determine its areas of specialization, although aeronautical engineering will certainly be one, as well as others. As noted previously, the individual roles of the state colleges and universities are still evolving and are yet to be clearly articulated. Without doubt, Wichita State will play a dominant part in providing materials to its own faculty and students, as well as to the metropolitan area. Its existing general library strengths should, at the present time, be designated as a resource center to supplement the resources of the other libraries of all types within the region. Special strengths now exist in U.S. Government Documents, literature, aeronautical engineering, history, education, and general social sciences. Because of the university community's demands already placed on it, exceptional financial assistance will be needed if the University library is to succeed in its recommended role of resource center.

There are other academic libraries which could play a specialized role. Sacred Heart College has a special Bible collection while Friends University has a special Quaker collection. The Memorial Library of Southwestern College has a collection of nearly 60,000 volumes. There are other private colleges in the northern part of this region, four of them are active members of the Associated Colleges of Central Kansas (ACCK). The Bethany College Library contains a special Swedish collection and rare books in its total holdings of about 35,000 volumes. McPherson College has holdings of nearly the same number, while Bethel College has over

55,000 volumes. Kansas Wesleyan Library holdings of approximately 50,000 volumes include special areas in religion and American and Latin American History. Sterling and Tabor Colleges make up the rest of the six members of ACCK. Tabor College has special areas in Language Studies and Mennonite History.

Although two of the members of ACCK are located outside the boundaries of SCK, the uniqueness of their cooperative action requires further exploration. As noted earlier, the ACCK members have embarked on centralized activities and agreed upon areas of specialization. Courier service is provided among the six at present and is expected to be expanded in the near future. Their total holdings are over 250,000 volumes. Due to the large number of holdings and the special interest areas within the six colleges, the members of the ACCK should be designated as both general and special resource centers. The experience gained by ACCK in solving mutual problems would provide a valuable resource for the planning of inter-library cooperative efforts in other regions. Additionally ACCK could serve as a resource center for both the South Central and Central Kansas Library Systems.

The geographical location of ACCK straddles the current divisional lines of the South Central, Central, and North Central public library systems. The combined holdings of ACCK rival those of Fort Hays State College which is not under contract with Central Kansas as a resource center and which has holdings of over 200,000 volumes. Fort Hays State is the logical choice for an academic resource center.

Fort Hays is in the western part of the Central Kansas system, and ACCK could well provide quicker service to the lower middle and eastern

areas of the system. ACCK could reduce some of the work load of both Ft. Hays State College in the Central system and Wichita State University in the South Central system. In addition to the specialty areas already covered by the member institutions of ACCK, consideration should be given to provide extra financing to enable ACCK to develop specialities in other areas which would complement their existing resources and future planned acquisitions. Such a plan would require access to the materials of ACCK by all Kansas libraries.

The Southwest and Northwest Kansas library systems do not have a state supported four year college or university within their boundaries. These two areas are of course the least densely populated in the state.

The Northwest System of ten counties serves a total population of about 70,000, including Logan and Trego counties which are not now members. Because of the widely dispersed and low density population factor, service to the area by a regional academic resource center will be difficult. The best possibility is Ft. Hays State College, which could serve the region through the Northwest System headquarters. It would not appear feasible to establish a separately staffed and stocked academic adjunct library in the area, since Ft. Hays State College is geographically close to the area. Also, the volume of requests will not be as high as those from other more densely populated areas. Many of the requests originating in both the Northwest and Southwest systems will be agricultural information requests and will be handled eventually by Kansas State University.

Fort Hays State College is also in close proximity to the northeast quadrant of the South Central system. Information requests could,

however, be filtered through two junior college and one private four-year college libraries. The Garden City Community College Library with approximately 7,000 volumes should be included as an auxiliary general resource center. The Dodge City Community Junior College Library, with over 10,000 volumes, is located in the same town, Dodge City, as is the Southwest Kansas Library system headquarters, and should also be chosen as a resource center. In terms of location, the Dodge City Community College is the logical choice to serve as a state-supported resource center for this region.

Located just a short distance from Dodge City is a small private college, Saint Mary of the Plains where volume holdings are approximately 30,000. The larger holdings of this library indicate that it should also be included as a resource center. Courier service between the regional headquarters would be only a few miles. Although the region at present includes only thirteen of the twenty-one counties in the area, the population of roughly 120,000 in the area could best be served if the library of Saint Mary of the Plains were included.

The North Central region serves about 200,000 population and could be served by two well stocked academic libraries, Kansas State University and Kansas State Teachers College. The holdings of Kansas State University are second only to those of the University of Kansas and, as to be expected are quite extensive with special areas in agriculture, physics, chemistry, architecture, and veterinary medicine. Most of the latter are housed in departmental libraries which may create additional administration problems with respect to access to those materials.

Kansas State Teachers College at Emporia has holdings of about 275,000 volumes including the William Allen White Collection and special areas in library science and education. Located in the same city is the College of Emporia library with a special area concerning early Kansas within its total collection of about 50,000 volumes.

The North Central Kansas library system headquarters are located in Manhattan as is Kansas State University. The large holdings of Kansas State plus its specialty areas, combined with the close proximity to the regional headquarters, makes it a natural selection as both the regional academic general resource center and as a state-wide special academic resource center. In fact, Kansas State has been serving both functions as an un-paid member of KIC. This voluntary status is an expression of the desire of the institution to continue its long-standing commitment to the citizens of Kansas. It has been noted that the development of the regional public library systems and KIC have tended to reduce the pressure of independent write-ins. More requests for service are being channeled through KIC and many are being filled by members other than Kansas State University. Because of its contribution through KIC, the University is also serving as a general resource library for the state. As information requests grow larger, Kansas State University will require more financial support than is presently forthcoming if it is to continue its current programs.

Because of its large general collection and its specialized interest areas, Kansas State Teachers College should also be classified as both a general and special resource center. Its geographic location would

provide convenient access to libraries in the southeastern area of the region and libraries in the northwest area of the Southeast Kansas library system. This assumes, of course, a completely integrated courier system.

The University of Kansas occupies a dominant position in any discussion of library resources. Its holdings number well over one million volumes with special areas ranging from economics to children's literature. It is located in Lawrence as is the regional headquarters for the Northeast Kansas Libraries System. At present, only eight counties of a total of fourteen in the area are members of the system. The total population of the fourteen counties is over 700,000.

The exceptional general strength of the library of the University should become available to state library patrons, as well as its outstanding special collections. Without question the University should necessarily play a major role in any system of library cooperative activity. Like other academic libraries previously discussed, the University could serve the region within which it is located as well as provide general state-wide library service to all participating libraries. However, since the University library would probably fill the latter role in more depth than any other library in the state, three other colleges in the area could be designated as general resource libraries to help serve the region and provide special interest collections for the rest of the state.

Two of these three are private colleges, both located in Atchison, Kansas. Mount St. Scholastica College has a collection of over 50,000 volumes with special collections in Belloc and Benedictina, and St.

Benedict's College has a special emphasis on Benedictine Monasticism within its collection of approximately 130,000 volumes. Washburn University of Topeka has a collection of over 78,000, and the Washburn School of Law has an additional 30,000 volumes. (The Law library would provide a vital tie with county law libraries located in the State.)

In the south central part of this regional system is the Baker University library at Baldwin City with over 95,000 volumes with special Bible and Methodist History collections. The location of the University is such that it could serve equally well the south central area of the Northeast region and the north central area of the Southeast system. The University library's large holdings would provide additional general support for both areas and could relieve some of the pressure from the University of Kansas to the north, and Kansas State College of Pittsburg to the south. Ottawa University in the southernmost part of the Northeast region has over 50,000 volumes and a special Baptist collection, and could also provide general and special resources to both areas and to the state.

Each of the libraries discussed so far have special attributes of either general or special strengths or desirable geographic location. These academic libraries, if open to all Kansas library users, would provide necessary backstopping to all local library resources.

There are, however, serious obstacles in bringing these proposed resource centers into a fully integrated network, not the least of which in financial. Certainly each participating academic library resource center should be fully compensated financially for services rendered.

One of the major advantages to smaller college and university libraries is, of course, increased accessibility to larger college and university resources. One of the major problems created by unreserved participation of the larger libraries is the increased access to its resources, while at the same time these libraries are under-funded and under-staffed. This is of particular importance since larger student enrollments and increased faculty sizes are placing heavy burdens on existing library strengths. It will be necessary to devise financial arrangements whereby major resource centers are "over-compensated" financially to ensure their participation and to help them increase their holdings in special areas.

The implementation of an academic library resource system does not imply that there will be no duplication of library strengths. Reference materials, widely used books, etc., should be stocked by each library. No academic library can afford to loan material which is regularly used by its own students and faculty. It should be remembered that whereas public library users generally require material on a non-scheduled individual interest basis, much library work done by college students is on a scheduled, assigned basis. Availability is a prime requirement of faculty research. Safeguards must necessarily be built into the system to ensure that larger library resource centers are not over-utilizied; i.e., that smaller academic libraries are not automatically by-passed except for special area requests. Additionally, cooperative effort must not be considered a substitute for adequately stocked public and school libraries. Resource academic libraries must be considered supplemental resources, providing materials not expected to be stocked elsewhere.

Regulations concerning access to resource centers need to be developed which will require that screening takes place at each intermediate level to determine whether the requested material should be purchased or loaned. Accessibility to academic libraries should be limited to those requests which cannot be filled by horizontal searches through each intermediate level. The ALA's proposed code for ILL suggests that undergraduates should not request ILL; in fact, only Ph.D. candidates should have these privileges. However, since Ph.D. programs are still being developed in some Kansas academic institutions, the ALA code appears unnecessarily restrictive, particularly is each academic library develops in depth special areas currently in existence as well as new areas. It would seem that cooperatively designed and developed safeguards and regulations should prevent, for the most part, exploitation of major academic resource centers.

There are other problem areas relating to use of academic resource centers. One of these has to do with unlimited physical access to library materials by all library users. It is questionable at this stage of library cooperation whether all citizens should have state-wide library cards. It is also questionable whether students at the state-supported academic institutions should have unlimited library user privileges at other academic libraries other than their own institutions. Provisions for unlimited physical access should be considered for future implementation; at present over-crowding, particularly on week-ends, holidays, and the end of semesters, presents serious problems for many academic institutions.

Another problem area, which strikes with equal vigor at public libraries in some communities, is the over-use of facilities by high-school students. One possibility to reduce the potential seriousness of the problem is to encourage schools and students to use their own facilities more extensively. Week-end and evening openings of school libraries may provide a long-run solution to over-crowding of both public and academic libraries.

The control of materials, and the user, is of importance, particularly with respect to special collections. A state-supported academic institution can now withhold degrees if one of its students is not cleared by the library. If a student from another institution fails to return material, there is now no procedure whereby the material's return could be secured. Procedures will need to be developed to appropriately handle that type of situation as well as one where a non-student or faculty member does not return borrowed material. Until such safeguards are developed, all requests should be channeled through libraries, and the requesting library should assume responsibility for following the lending libraries' rules.

All participating academic libraries should be connected by TWX, particularly those designated major resource centers. Those designated secondary or special resource centers should have credit cards or direct-line telephone service, depending on the volume of requests handled. State-wide courier service inter-connecting each academic resource center should be developed and funded, at least initially, by state or federal government funds. The courier service should be designed to cooperate and coordinate existing and proposed courier service of public and school library systems.

## PUBLIC LIBRARY RESOURCE CENTERS

The State of Kansas is currently divided into seven regional library systems, although not all libraries are participating. Although there are variations, each system has a headquarters, rotating or traveling book collections, central purchasing and processing (or plans in that area), consultant services, and other library cooperative efforts. Within each region, one or more libraries have general strengths and there are also libraries with special emphasis areas. The establishment of regions is, in the main, a response to demands for the provision of adequate library service to the citizens of the state. It has long been known that the over 300 public libraries have been too small, and too hampered by lack of adequate funding to meet minimum needs. Even with the tremendous potential of the library systems, there will still be inadequacies in suggested standards for books per capita, hours of service, library service, and trained librarians. As the needs of the Kansas citizen develop, whether it be for research of a highly specialized nature, hobby-craft information, or general reading purposes, library budgets will be seriously inadequate.

One possibility is the expansion, of existing designated and potential resource centers. Such resource libraries should have strong and extensive general holdings including expensive but seldom used reference works. These suggestions are, of course, already in practice in most of the regions. Duplication of general works should be a standard among regional libraries. It should not be necessary for one regional system to borrow standard reference works through ILL.

In addition to strong general collections, each regional system should develop strength in special areas. The Wichita Public Library is an example. It has a good business and technical publications section. These strengths should be expanded to provide service not only to the immediate area and region, but also state-wide. The South Central Kansas Library headquarters is the Hutchinson Public Library which has a strong collection of art books.

The Southeast Kansas Library System has a strong general collection with the need for a good business and technical library, a medical collection to back-up pre-med students in the area, and an arts and crafts library to respond to the interests of local patrons.

Each regional system will develop its own interest areas especially geared to the needs of its own patrons. Duplication of special interest areas will result and correctly so. However, in-depth specialization beyond that normally required to satisfy ordinary demands should be made by designated libraries throughout the state. As an example, several libraries in various regions could easily develop limited holdings in fine arts while the Topeka Public Library, which already has a special collection in the area, could provide in-depth state-wide support.

Given the current status of regional library systems, it would appear that each system should evaluate its own general collection needs and the areas of special interest it would like to emphasize, whether in existing holdings or future requirements. The state librarian should provide the guidance for general resource collections and special areas with the advice and consultation of the regions in order to coordinate regional

acquisitions. It may be somewhat early for some of the regions to specify their special area needs, but it is necessary that each region be aware of the strengths possessed by other regions in order to avoid unnecessary duplications.

The state librarian should, with state and federal funds, provide financial support for systems resource libraries. Financial support should be given expressly to build both general and special collections. As suggested, a state-wide plan for collections should preclude over-duplication of collections between regions. Additionally, extra compensation should be given resource centers based on the amount of time and effort involved in material requests filled or searched. Courier service between regions should be fully developed and coordinated with academic library couriers. Due to the more advanced level of cooperative activity and the larger number of libraries to be served, public libraries could be designated as responsible for the inter-regional courier service for the state as a whole. Most academic inter-library cooperation will develop primarily between the major academic libraries, particularly in the central and northeast areas of the state; thus, inter-regional service might be better coordinated through the public library systems. The courier network, of course, should be financed from other than local funds.

The materials resources of the State Library, with the exception of the Law and Legislative Reference libraries, could form the beginning of a build-up of regional resource libraries. This suggestion as to an initial materials source implies that the state librarian's main functions are those of consultant, coordinator, and planner. It also presumes that

the state library should not be in the "book business" (except as noted above) and that existing state library materials could be more effectively used if distributed among the regions.

An interesting and useful innovation under consideration in at least one of the regions, is a WATS line to the regional headquarters. Library patrons can call the headquarters directly with information requests. It appears that this will make available more extensive service to more patrons. It would be useful to analyze the results of this experiment to determine if a WATS line would be of value to other regional systems.

It is doubtful if a state union catalog of public library holdings would be worth the cost involved. Regional systems are developing knowledge of their own regional holdings. If central ordering, processing, and cataloging becomes a reality, it might be useful to begin a catalog based on new acquisitions. At present, however, publicity efforts should be made in order to acquaint each regional headquarters with the special area strengths now in existence and considered for the future.

## SCHOOL LIBRARY RESOURCE CENTERS

There are at present thirty-two identified cooperative school programs in operation which are supported by federal funds through Title II, PL89-10. The cooperative efforts are quite extensive: central purchasing, processing and cataloging, consultant services, cooperative audio-visual equipment, and other shared aids for school librarians.

The Northeast regional public library system has the second largest number of school cooperative ventures: eight of them, four of which are

located around the Kansas City area. (The Kansas City Public Library is integrated with the Kansas City public school district.) There are four systems in the Southeast regional area, ten in the Southcentral area, one in the Southwest region, none in the Northwest region, five in the Central Kansas region, and four in the North Central region. All regions except the Northwest region has at least one cooperative system now in operation.

The cooperative arrangements now in existence provide the framework upon which broader cooperative agreements can be developed. The experience gained in these efforts in solving mutual library problems is an invaluable asset for the building of larger systems. In some cases, such as in Manhattan, Topeka, Lawrence, Kansas City, and Wichita, the further expansion of existing systems to include more public and private schools would, in a sense, require marginal effort on the part of the existing systems once the initial process of learning had been accomplished by the new additions.

The basic questions which must be resolved with respect to the establishment of school resource centers is their financing, their status, and whether new headquarters should be developed or whether existing cooperative systems headquarters should be expanded.

Financing at present is primarily with Title II federal funds. To build a permanent system will undoubtedly require continuing federal aid, but will also require increased state and local assistance.

The status question is not easily resolved. At present, one school is usually designated the main resource center, which handles most of

the cooperative elements of the system, including centralized ordering, purchasing, and cataloguing. Nominally, the activities are controlled by the school boards of the cooperating schools. If a system were to be expanded, many problems of an administrative and financial nature would need to be resolved. Should the regional headquarters (assuming a regional boundary roughly similar to public library regions now in existence) be independent financially and administratively from any one individual school board? More fundamentally, should one school board be required to accept responsibility for the development and control of a system which entails responsibilities beyond their own school district?

Certainly economies of scale beyond those currently being achieved could result if the regions encompassed larger areas and more schools. As an example, Unified School District No. 259 is purchasing, processing, and cataloging 9,000 books and 3,000 non-books per month. State-wide estimates of all public and non-public book purchases for grades 1 through 12 are approximately 600,000 for the school year 1966-67. Most duplications of orders will come from primary grades, then junior high, and the fewest duplications will be at the senior high level. By region, the lowest yearly volume of acquisition would be the Southwest region with approximately 40,000 books.

Assuming that fiscal and administrative problems are resolved (including the provision of physical facilities to house the regional headquarters) the choice remains as to designation of headquarters location. One possibility is to locate the school regional resource center in the same general area as the public library resource center.

Two alternatives exist: a location near the academic resource center or locating the school resource center in the largest school population area.

Four of the public library resource centers also have cooperating school systems located in the same city. The Central system has a cooperating school district in Great Bend, and the South Central region has one in Hutchinson. The North Central regional public headquarters is located in Manhattan as is one of the cooperative school systems. The headquarters for the Northeast system and a school system are both located in Lawrence. The Southwest regional headquarters is located in Dodge City and the school system there has considered a cooperative arrangement. The establishment of a school resource center for the Southeast region could be in Coffeyville or Independence. One of the school districts in the Northwest region would have to be encouraged to develop a regional cooperative headquarters without benefit of a smaller scale operation first.

Alternatives may be preferred, particularly where the highest density population centers are different from the regional headquarters. The South Central system is a case in point. USD-259 includes Wichita, which is the major population center in the region. USD-259 has a well-developed program of school cooperative effort in library services which could be expanded to cover more schools faster than the Hutchinson school cooperative effort, primarily because of the geographical clustering of schools. There are other regional systems which also exhibit this pattern. As another alternative, additional resource

centers would be designated within each region based on the number of schools to be served or the geographical area to be served.

School library requirements are different from those of public libraries and similar to a considerable degree to academic library requirements. Both school and academic libraries must provide services for a "captive" library user--that is, most library activity by students will be a direct result of specific assignments by faculty members. This does not mean that there is not independent student library use. It does mean, however, that the requirements for specific library materials can be planned in advance of student requirements based upon class needs. More flexibility is required in academic libraries since independent student and faculty research is more common, and usually required, than in school libraries.

As schools in Kansas have found, new educational methods and materials that are being introduced every day are far from being inexpensive. In addition to traditional books and reference works, new non-book materials, such as films, filmstrips, records, programmed instruction guides, and a whole host of other educational learning aids are becoming a necessity in the modern school library.

The demands placed on school librarians for processing, purchasing, storing, and maintenance of the ever-increasing volume of materials is restricting the activities of librarians more and more. In many Kansas schools, the librarian is "part-time," usually teaching as well. This is an unfortunate situation, since the school librarian should be an information resource person for both students and faculty, abreast of current informational materials and able to transmit this knowledge to school library users.

The establishment of regional school library resource centers would do much to relieve both the physical and financial burdens from school districts and school librarians. Even in the larger libraries, routine cataloging and processing of materials constitute a substantial drain on the librarian's time. Acquisition of new materials is costly, even with federal aid, especially with respect to new, advanced audio-visual equipment. This is particularly so if the equipment and materials are not fully utilized.

The precise number of resource centers, as previously indicated, could conform to current public library systems boundaries, or on the basis of geography and the number of school districts. Alternatively, there may be auxiliary resource libraries established within regional systems which have a relatively high school population concentration and concomitant heavy demands for materials. The regional centers should serve enough schools to be economical. Relatively easy access, either direct or through courier service, to the center by participating schools is essential. As is the case currently with these schools now operating on a cooperative basis, the resources of the school center should be available on a regularly scheduled rotation system, on a specific individual school request, and by selection made directly by schools from the resource center's general collection.

Courier service should be developed connecting all participating schools on a regular basis. Most requests should be filled by courier service; inordinate time loss would result in unscheduled "drop-in" requests for service. The needs of schools should be scheduled as far

in advance as possible, depending on the type of material involved. Standard request forms should be used which could be delivered to the resource center either by courier from the requesting school or mailed direct. Additionally, a credit-card system for all schools should be used. Schools could call the resource center for items needed on an unscheduled, unforeseen basis or to check on material availability. In other words, the current services provided by cooperating school districts should be enlarged and expanded to include as many schools as possible and to include more materials.

Centralized processing, purchasing, and cataloging may be done either at a state-wide single center (operated by the state or by private enterprise) or on a regional system. If the single state system is deemed most economical, it should not be developed in conjunction with current efforts for centralizing materials handling for the public libraries. It is difficult enough to develop centralization for libraries with similar needs without complicating the matter by introducing dissimilar library requirements. If desired, the separate centralized systems could be combined after they have resolved their own individual sets of problems.

If the regional system of purchasing, processing, and cataloging is utilized, a major requirement should be an effort to achieve minimum operating costs through volume discounts and handling expenses. Consistent with this should be the development of standardized ordering, processing, and cataloging applicable to all schools and resource centers. Standardization not only makes for more efficiency in reducing individual

"write-in" orders but also provides a basis for future consolidation with other library types if procedures are well-defined and understood. Additionally, standardization would provide a common basis for reporting, record-keeping, and statistical evaluation.

The procedures and techniques developed by cooperating libraries and the experiences of their school libraries should provide a framework for the enlargement of cooperative activities to a state-wide level. Financial aid should, of course, come from all three levels. If existing physical facilities are not adequate, they should be financed and built by state and federal funds, not local. Certainly the librarians actively involved in school inter-library cooperation should form the nucleus of participants in the hard work of planning development. It would be useful for existing centers to provide information in written form for distribution to interested schools detailing their procedures. Operating problems and procedures of the Kansas City Public Library might also provide insights into the joint and separate problems of public/school libraries, as an example.

## SPECIAL LIBRARY RESOURCE CENTERS

The term "special libraries" covers a wide range of institutions serving highly specialized needs. Special libraries are operated by private businesses for the internal use of their employees, such as engineers and scientists, and by governments for staff and/or clientele use.

Special libraries are not geographically located to service a wide area of users. Generally users are located within the institution itself.

It is therefore not meaningful to discuss special libraries within the context of the provision of general or special library service to non-related geographically located library users, such as academic, public, or school resource centers. In other words, the geographical location of a special library within a given regional system has no significance unless the interests of library users within the region happen to coincide with the material holdings of the special library. To the extent that the needs of the special library parallel those of regional resource centers, such as in purchasing, processing, cataloging, there would usually be little commonality of interests.

The exchange of information items, especially in the highly technical and scientific areas, are likely to operate within a framework of informal arrangements between individuals or institutions. Academic and public libraries frequently grant library privileges to individuals who find their own special libraries do not have required materials. This is particularly true where the special library user is normally entitled to public library membership.

One of the real problems of participation as a special library resource for private institutions such as businesses, is the need for ready access to its resources by its own employees. Speed is essential in many cases for references or special articles in order to resolve a pressing business need, whether it be scientific, technical, or financial. It is therefore difficult for a special library to release its own materials for general use, and particularly for an extended time period. In some cases, material may be classified and restricted due to government or business requirements.

Despite the particular requirements and needs of special libraries, their highly concentrated resources in particular subject areas are of value to users whose interests are in the same areas. Special library in-depth resources may not be duplicated anywhere else in the state; thus they could provide a more generally used library resource.

Special libraries have come to realize, as have other libraries, they cannot financially afford the extensive collection they would prefer. One real possibility would be the coordination of public and academic library acquisitions with those of special libraries in the same interest areas. Special libraries could participate in such an agreement by providing access to specified holdings of its own, not necessarily its entire collection, and by photocopying pertinent information for library users other than its own.

These arrangements are, of course, already in existence between some libraries. However, the arrangements could be extended to cover all users if procedures for materials could be standardized. Responsibility would need to devolve upon either the requesting library or the appropriate school, public, or academic library to ensure that the proper return of the loaned materials. In some cases, because of the peculiarity of the materials, such as works of art, rare or single-copy items, the material could not be loaned. Photocopy or individual access would be the only solution. It should be noted that a more generalized access to the materials of special libraries should not interfere with special arrangements already in existence.

It should be recognized at the outset that there is no existing obligation, implied or otherwise, particularly for business and industrial libraries, to serve other than their own specialized clientele. In some instances, the mutual advantages of broader library cooperation may be nebulous at best. Further, librarians at these institutions often are hard-pressed to meet the demands of their own users. Industrial and business firms would quite naturally be reluctant to increase their library budget for more staff whose function would be to serve outside library users if there were no clear-cut returns to be anticipated.

Given these considerations, it would be advisable for the state librarian to work out a system of compensation for services rendered by special libraries. Where necessary, special libraries should be required to pay for library services rendered to them. Such a payments system would not interfere with existing arrangements which mutually have been developed in the past and will probably continue in the future. It would supplement these arrangements and provide financial incentives for special libraries to join broader cooperative arrangements. It should not be necessary for the state to provide financing for acquisitions of special libraries as was suggested for public, school, and academic libraries, except for publicly supported special libraries or possibly private libraries which would allow general use of their materials. Financing of acquisitions should be limited to general access libraries.

Of the special libraries responding to the American Library questionnaire and listed in the 1967 American Library Directory, the following special libraries should be encouraged to develop a cooperative

Library at Abilene is well-known for its collections on Dwight D. Eisenhower and World War II, with special emphasis on the European campaign. In a related area, the Forbes U.S. Air Force Base Library has special areas in current and historical air force and military subjects. The U.S. Army Command and General Staff College Library has special holdings in military science as does the Fort Riley Special Services Library.

Specialized medical holdings are prevalent throughout the state. Most hospitals have at least some reference works. The most outstanding collection is the University of Kansas Medical Center Library holdings of approximately 100,000 volumes. Special collections include history of medicine, medical classics, anesthesia, microscopy, hematology, and radiology. The Menninger Foundation Clinic Library has holdings of over 25,000 volumes specializing in psychiatry, psychology, and a special collection of early and rare psychiatric books. The Winfield State Hospital and Training Center's professional medical library has a special collection of psychological abstracts. The hospitals which offer nurses training have libraries which are related to student nurse training needs. The larger hospital/medical centers provide materials for staff requirements.

The Boeing Company, Wichita Division, library has exceptional holdings of about 65,000 volumes, reports, and documents relating to aeronautical, electronic, mechanical, and structural engineering. The library also has holdings in the areas of chemistry and materials. It should be noted that Wichita State University has an academic program in

these areas as well as library holdings. The Wilson and Company library in Salina, with specialities in engineering and architecture, and the Spencer Chemical Company Research Center Library in Merriam, are further examples of industrial and business libraries with potential as resource centers.

The Washburn University School of Law library contains over 30,000 volumes relating to law. The Sedgwick and Wyandotte County Law Libraries each contain over 15,000 volumes.

Several governmental agencies in Topeka, other than those previously mentioned, also have special library materials. The U.S. Veterans Administration Hospital Medical and General Service library contains about 25,000 volumes with subjects in psychiatry, psychology, internal medicine, surgery, and social work. The Kansas State Highway Commission Research Department library has over 9,000 volumes concentrated in highway engineering. The State Department of Social Welfare Library has a limited collection of over 2,000 volumes containing state reports. The Kansas State Historical Society Library has over 300,000 volumes and is unquestionably a resource center in the areas of American Indians, Kansas, Genealogy, and the West.

The Kansas State Library's legislative reference and law libraries must also be considered resource centers as well as its current collection of government documents. The general holdings of the Kansas State Library, excluding the legislative reference and law libraries, might better serve the Kansas public if those materials were distributed throughout the state among the proposed resource libraries. The collection could be granted to those participating on the basis of general

library user accessibility and with a view to strengthening existing collections. The holdings of government documents should also be so placed. Items should be given to public, school, and academic libraries where particular items within the collection so warrant.

Since the role of the state librarian is envisioned as that of coordinating and planning state-wide cooperative library activities, it does not appear necessary for the Kansas State Library to also maintain extensive general holdings. Coupled with the recommendations for strategically placed regional public, school, and academic resource centers, the Kansas State Library should disengage itself from general acquisitions; regional resource centers could more efficiently serve the public needs. If it is considered necessary to build a physical facility to house the Kansas State Library, the state librarian should acquire only special interest materials, such as state, local and U.S. government reports and documents in addition to retaining the legislative reference and law libraries. In other words, the Kansas State Library should assume the role of a special library.